

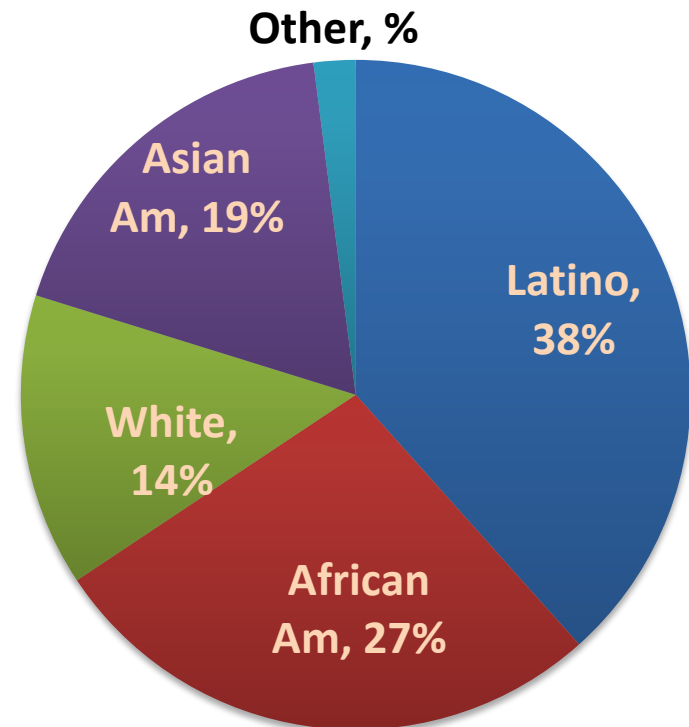


***Envision Excellence and Equity Everywhere***

**Annual Report, 2016-17**

# Our Students

- **28,575** students
- **38%** Latino, **27%** African-American, **19%** Asian/Pacific Islander, **14%** White
- **11%** are English Language Learners
  - Most ELLs are native Spanish speakers but we have a rising population of Arabic, Hindi, Urdu and Gujarati speakers as well.
- **14%** are in Special Education
- **70%** receive free or reduced lunch
- They are served by **40** schools



# Strategic Plan 2.0 Charts our Path

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**We will prepare our students for college and career.**

This is our power goal because it drives all the other goals as well.



**We will cultivate responsible fulfilled and successful global citizens.**



**We will align all operations to efficiently meet the needs of staff, schools and classrooms.**



**We will authentically engage families and the community in supporting schools and students.**



# ***Our Power Goal***

This is our **Power Goal** all of our work is aimed toward preparing our students for bright futures filled with possibility and opportunity. We must ensure that they have the academic and social skills they need as well as the self-confidence to persist when they are faced with challenges. All of the goals in our strategic plan support the work of Goal 1.



***We will prepare ALL students  
for  
College and Career***

# Our Theories of Action

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*If . . . Then*

A Theory of Action focuses on the end we seek and pushes us to define the key actions that will bring us to the outcomes we seek. Developing a theory of action helps us focus on what we need to do... So our **Theory of Action for Goal 1**

If we:

- Implement high impact, evidence based instructional innovations and increase options and opportunities for all students
- Effectively use data to inform instructional practices and decisions
- Become a continuous learning organization
- Improve student engagement and motivation through high quality pathways and CTE opportunities
- Meaningfully integrate technology to create 21<sup>st</sup> century learning environments

Then:

**We will prepare ALL of our students for college and career**

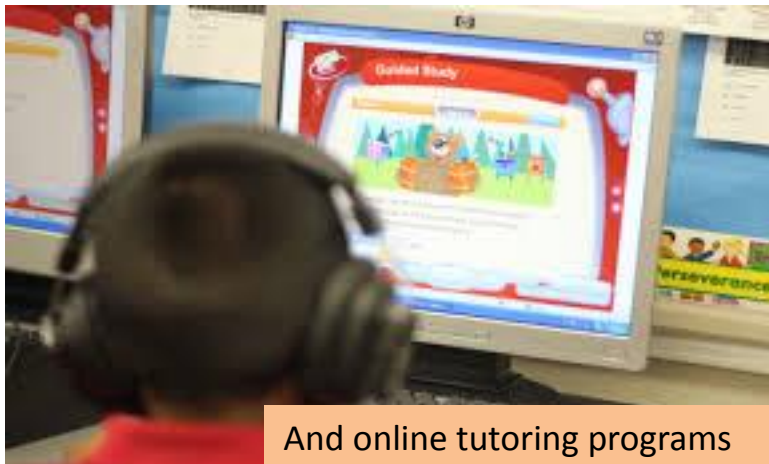


# Implement high impact instructional innovations

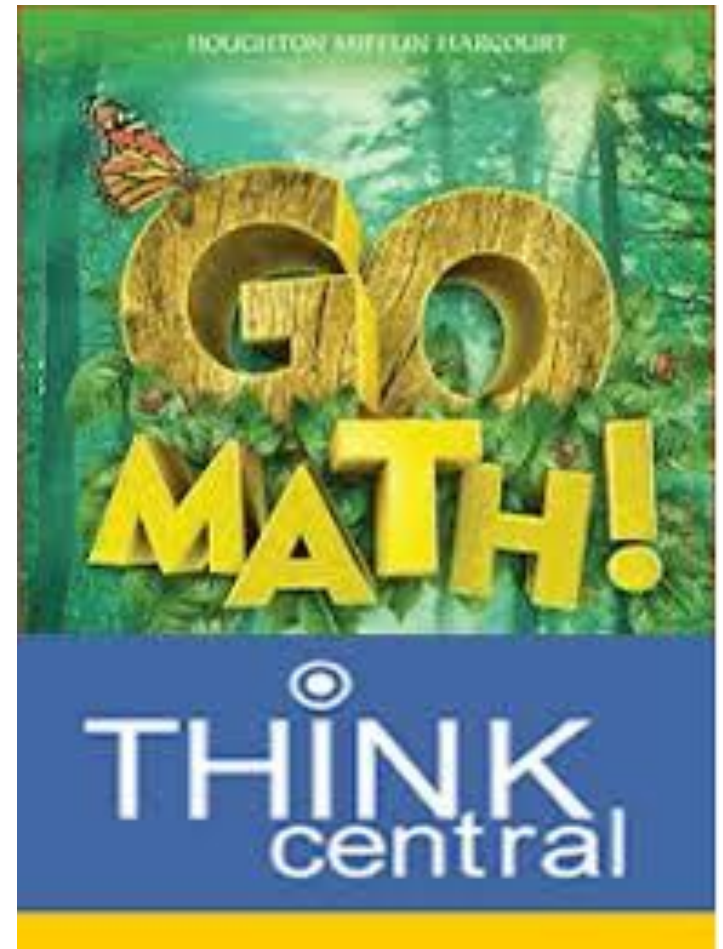
To accelerate math achievement in grades K-8, we adopted **Go Math!** An integrated program that meets students where they are, provides differentiated instruction and includes an online tutor as well as games and manipulatives to serve all learners.



Program includes use of manipulatives and games



And online tutoring programs



# High impact innovations to prepare for college

We have sought to expand opportunities for students to engage in rigorous college preparatory work by increasing AP participation, developing partnerships with local universities and providing coursework that prepares students for college level work.

## Preparing for College

### College Board Partnership

- Springboard
- Advanced Placement
- PSAT and SAT day

### Cambridge Program

### LEAP and College Partnerships

Students take courses through

- Hudson County CC
- Rutgers
- NJCU

### Khan Academy



High Schools have all created **Khan Academy Programs** to prepare for SATs and for other curriculum supports.

[See our student-made video about the program.](#)

# High impact Instructional Innovation: Personalized Learning

This past year we have partnered with Summit Learning to develop Personalized Learning programs in our four comprehensive high schools and one middle school. The Summit model is standards-based and provides the structure for students to progress through content at their own pace while engaging in meaningful, real-world projects supported by an individual mentor.



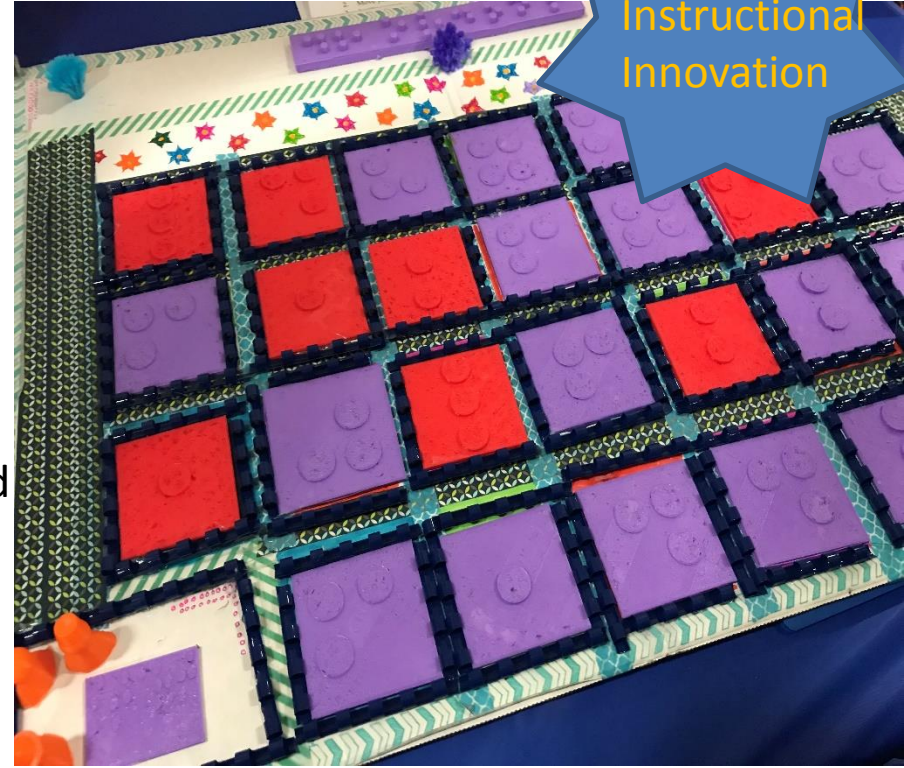
Summit brings each of these three core elements together to address the needs of our diverse and unique students.



# Innovative Programs in STEM

High Impact  
Instructional  
Innovation

- **RoboSteps** teaches programming through real world robots
- **STEM Hybrid Partnership** with Liberty Science Center
- **Lego Robotics Connection** middle grade students solve real-word problems through design
- **Empower Design** students design and build renewable energy devices
- **Project Enable** students use 3D printers to take on design challenges to increase access for the disabled.
- **National Engineering Organizations** National Society of Black Engineers, Jr., Society of Professional Hispanic Engineers,

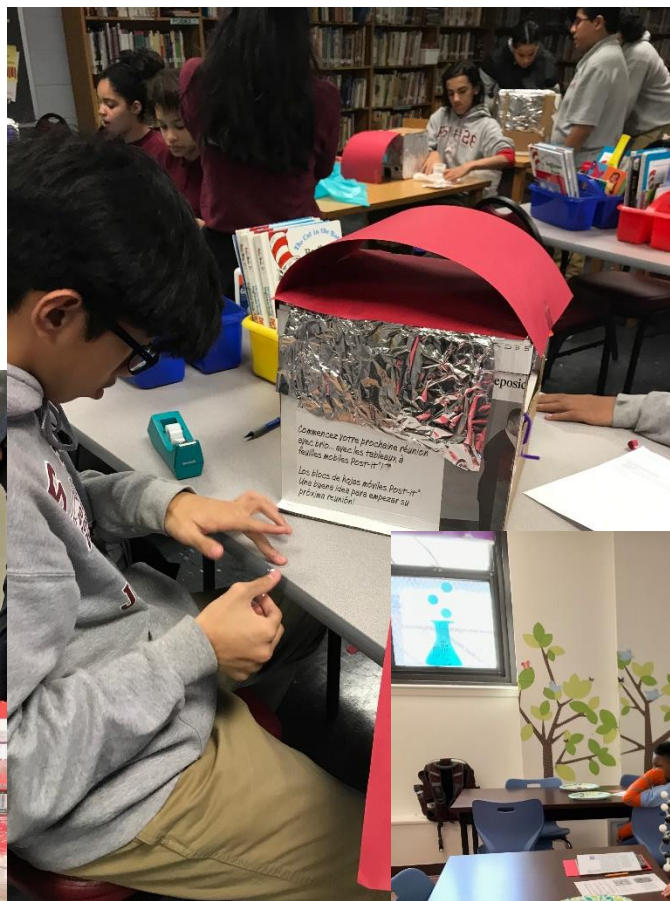


**Project Enable—Games for Everyone!**  
Students used 3-D printers to design accessible board games that incorporated braille and other tactile strategies to make more universal games.

# Broadening Hands-on, Minds-on Learning

We have deepened our commitment to Project-Based Learning (PBL) to address the curriculum through authentic challenges that require critical thinking, collaboration and creative problem-solving.

HOPE Rising—Addressing flooding challenges presented by severe hurricanes



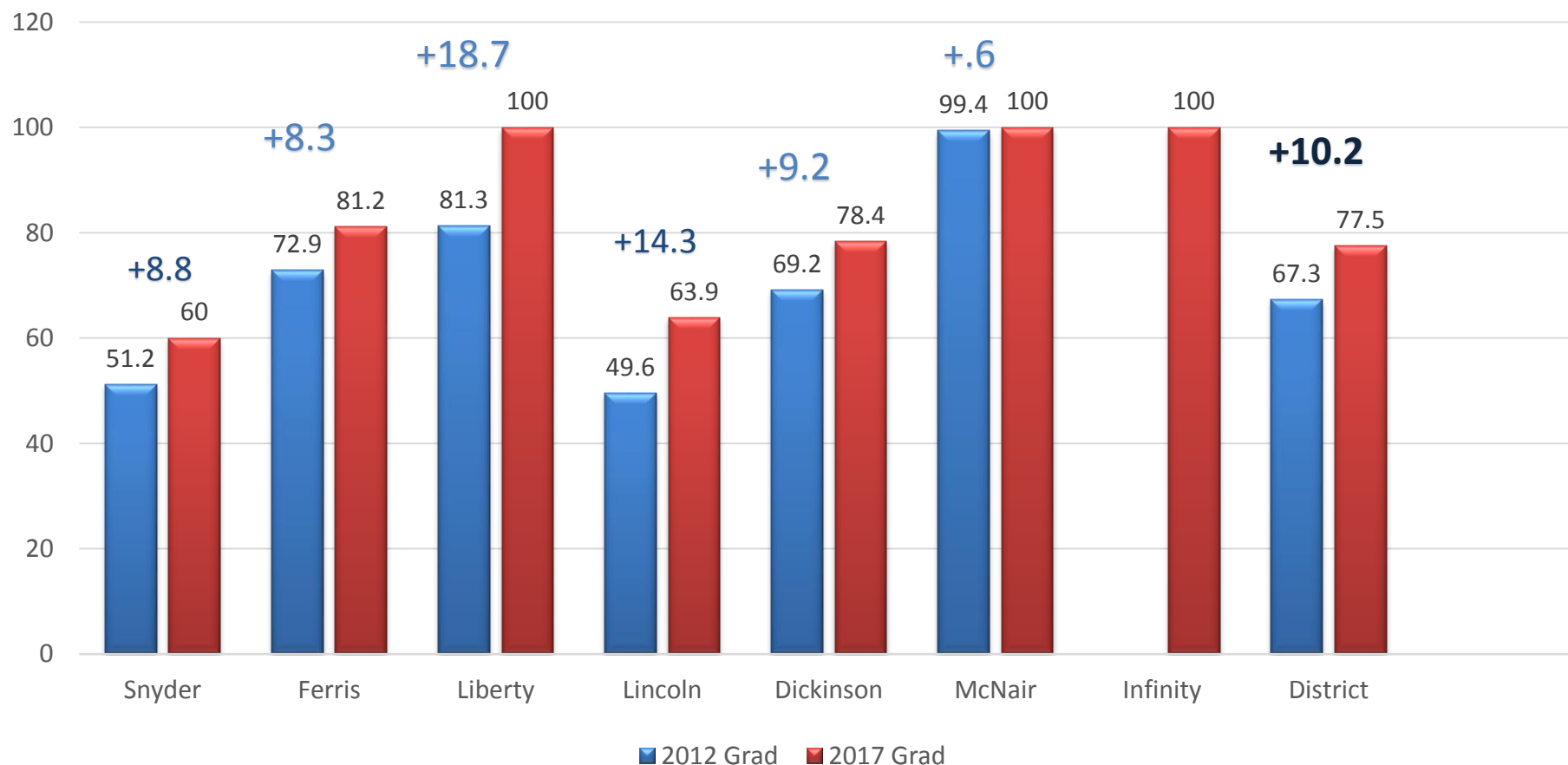
Upper: Maker Spaces to challenge students to design solutions to real-world problems  
Lower Right: 3<sup>rd</sup> graders at PS 30 learn college level Bio Chem



High Impact  
Instructional  
Innovation

# Effectively use data to inform instructional practices

Graduation rates are up at all of our schools and the District's overall graduation rate for cohort 2017 is **77.5%**, showing over a **10 point gain**. McNair, Infinity and Liberty have a **100%** graduation rate. Three years ago Liberty was a Focus school cited for graduation rates.





# Closing the Gap--Minority Males Outpace District

Graduation Rate by Race and gender compared to Districtwide average

Year	District	AA	AA Male	Hisp	Hisp Male
2012	67.3	56.6	46.7	66.6	59.1
2017	77.5	70.5	68.2	77.1	73.8
Change	+10.2	+13.9	+21.5	+10.5	+14.7

African American and Hispanic Males made greater gains than the District as a whole with African American males closing the gap by over **11** points and Hispanic males closing it by nearly **15** points.

# Access to Rigorous Coursework

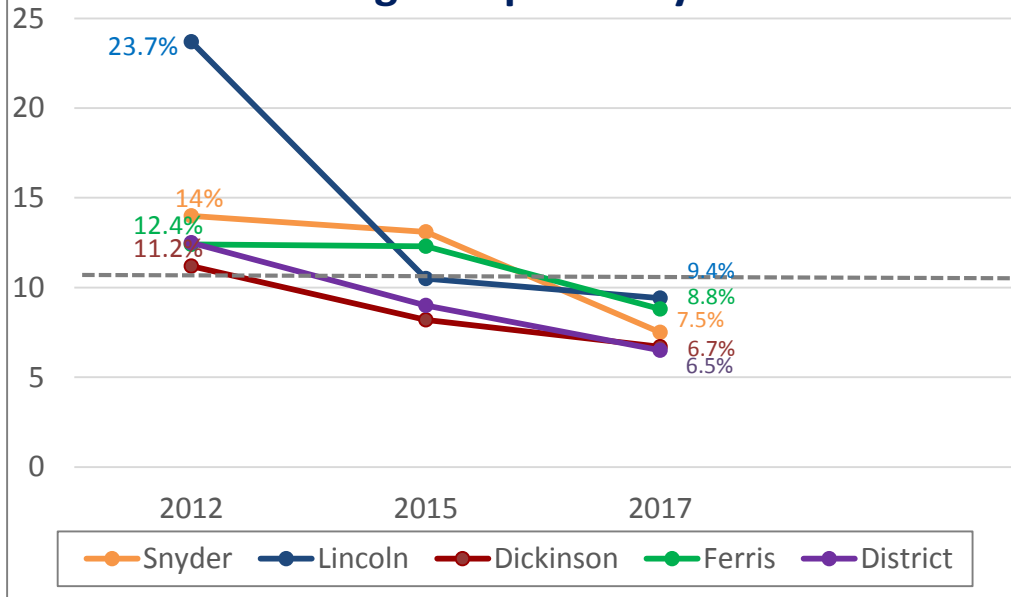
**Advanced Placement** courses give students the opportunity to take college level courses and earn college credit. Over the last four years, more students in all high schools have participated in the program and more are passing—thus earning actual college credit.

AP Program	2012	2017	% increase
# students participating	752	1039	+38.2%
# AP exams taken	1303	1721	+32.1%
3 + scores	717	883	+23.2%

# You gotta be in it...

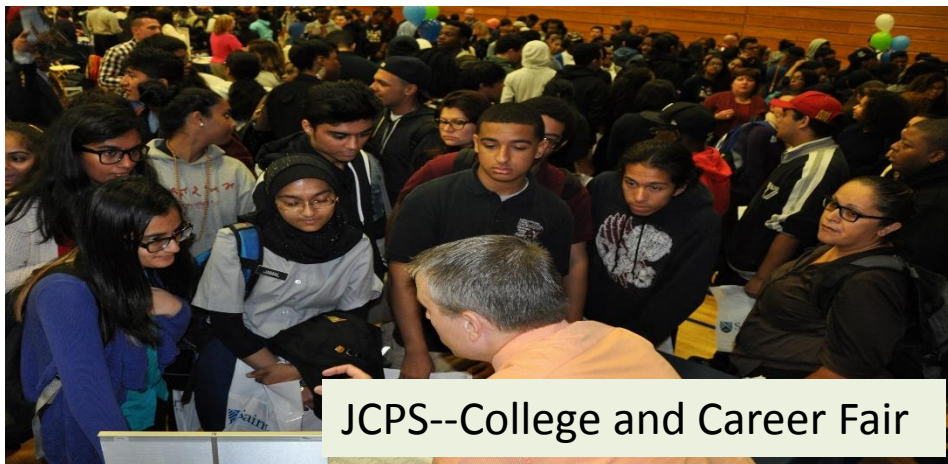
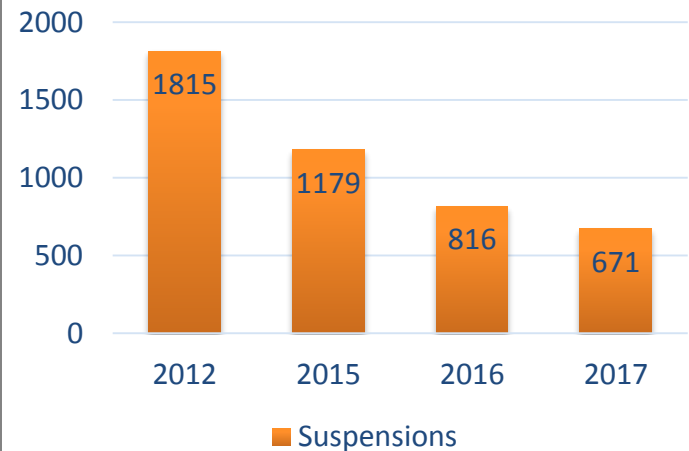
Drop outs and Suspensions decrease significantly

## Percentage drop outs by school



In **2012** all comprehensive high schools and the district had a drop out rate of **over 10%**. In 2017, the rate was **below 10%** in all high schools and the district

## Suspensions in secondary schools



JCPS--College and Career Fair



# PARCC **ELA** Results—Outpacing the State

The district saw notable gains in all grades on the 2017 ELA PARCC and saw greater gains than the state in many grades, indicating that we are closing the achievement gap between the district and the state. The cells highlighted in yellow show those areas where JCPS gains outpaced state gains.

Change in ELA PARCC scores of 4 or more				
Grade	2015 % $\geq 4$	2017 % $\geq 4$	JCPS Net change	State net change
<b>3</b>	30	39	+ 9 points	+ 7 points
<b>4</b>	38	43	+5 points	+5 points
<b>5</b>	35	48	+ 13 points	+8 points
<b>6</b>	35	44	+ 9 points	+5 points
<b>7</b>	34	50	+ 16 points	+8 points
<b>8</b>	36	48	+ 12 points	+4 points
<b>9</b>	24	30	+ 6 points	+12 points
<b>10</b>	28	42	+ 14 points	+10 points
<b>11</b> (excludes students taking AP/IB test)	33	49	+ 16 points	-3 points

# PARCC Math Results—Outpacing the State

The district also saw greater gains than the state in math in almost every grade as well. Notably, 8th grade math saw a noticeable drop of 6 points due largely to increasing the number of student who took Algebra 1 instead.

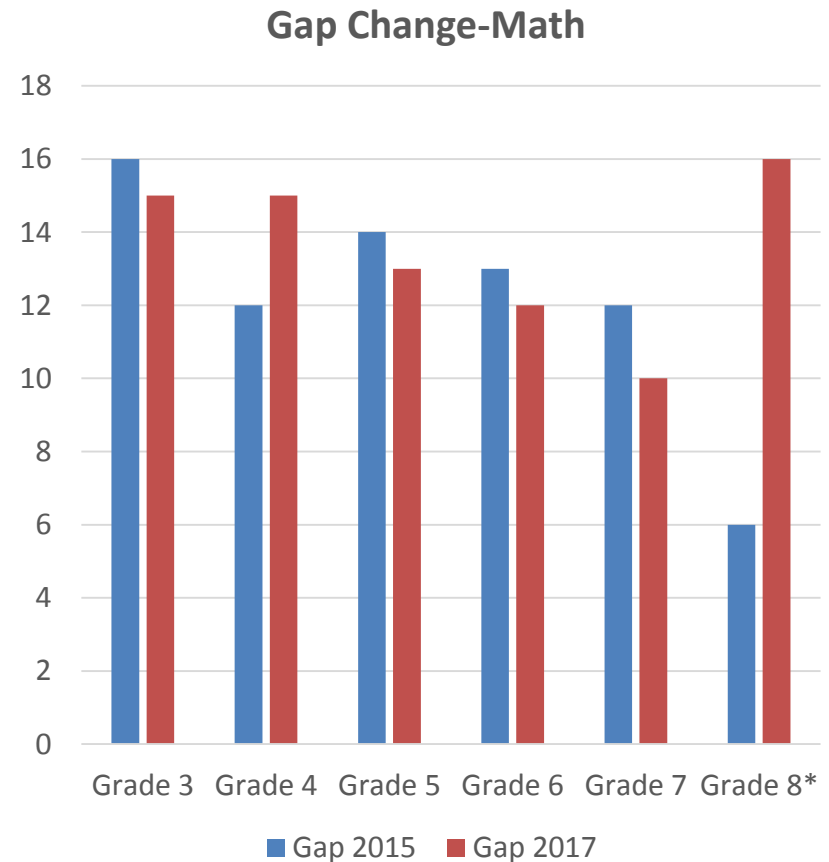
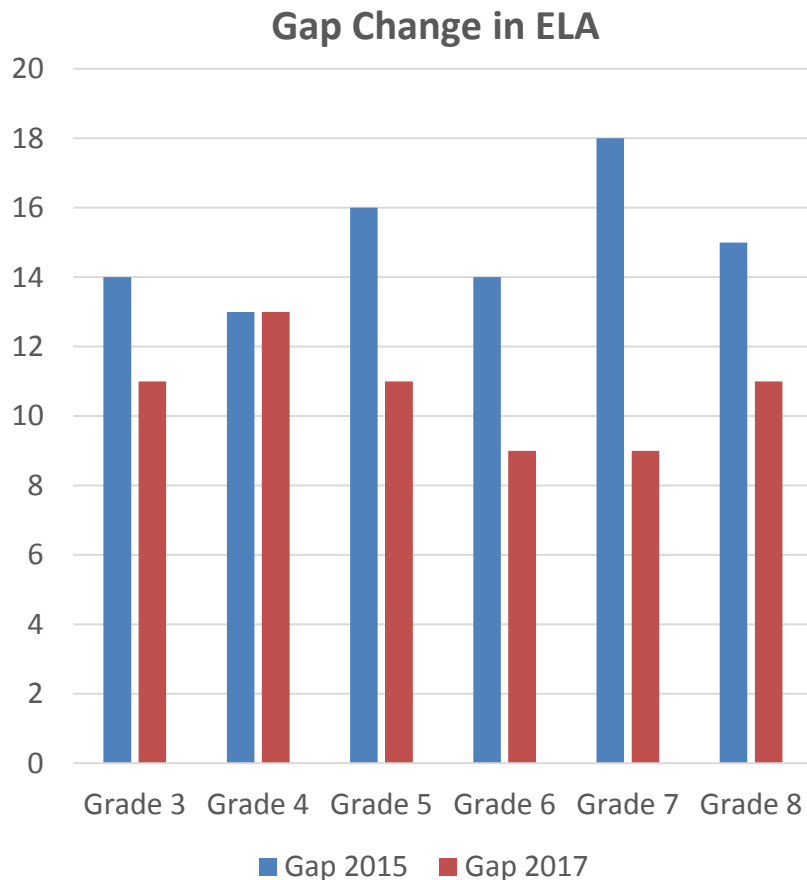
Change in Math PARCC scores of 4 or more				
Grade	2015 %>=4	2017 %>=4	JCPS point increase	State point increase
3	29	38	+ 9 points	+ 8 points
4	28	32	+4 points	+7 points
5	27	33	+ 6 points	+5 points
6	28	32	+ 4 points	+3 points
7	25	30	+ 5 points	+3 points
8*	18	12	- 6 points	+4 points
Algebra 1	28	34	+ 6 points	+6 points
Geometry	15	27	+ 12 points	+7 points
Algebra II	14	18	+ 4 points	+3 points

\* Approximately 650 JCPS students in grade 8 participated in the PARCC Algebra I assessment. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole.

# Closing Gaps between the district and State

The red lines represent the gap between the state and JCPS in each grade level in 2017, while the blue represent the gap in 2015. Except for 4<sup>th</sup> grade, JCPS students reduced the gap with the state. While we made significant gains in ELA, our gains in math are more modest.

## Comparison of Gaps between state and district between 2015 and 2017



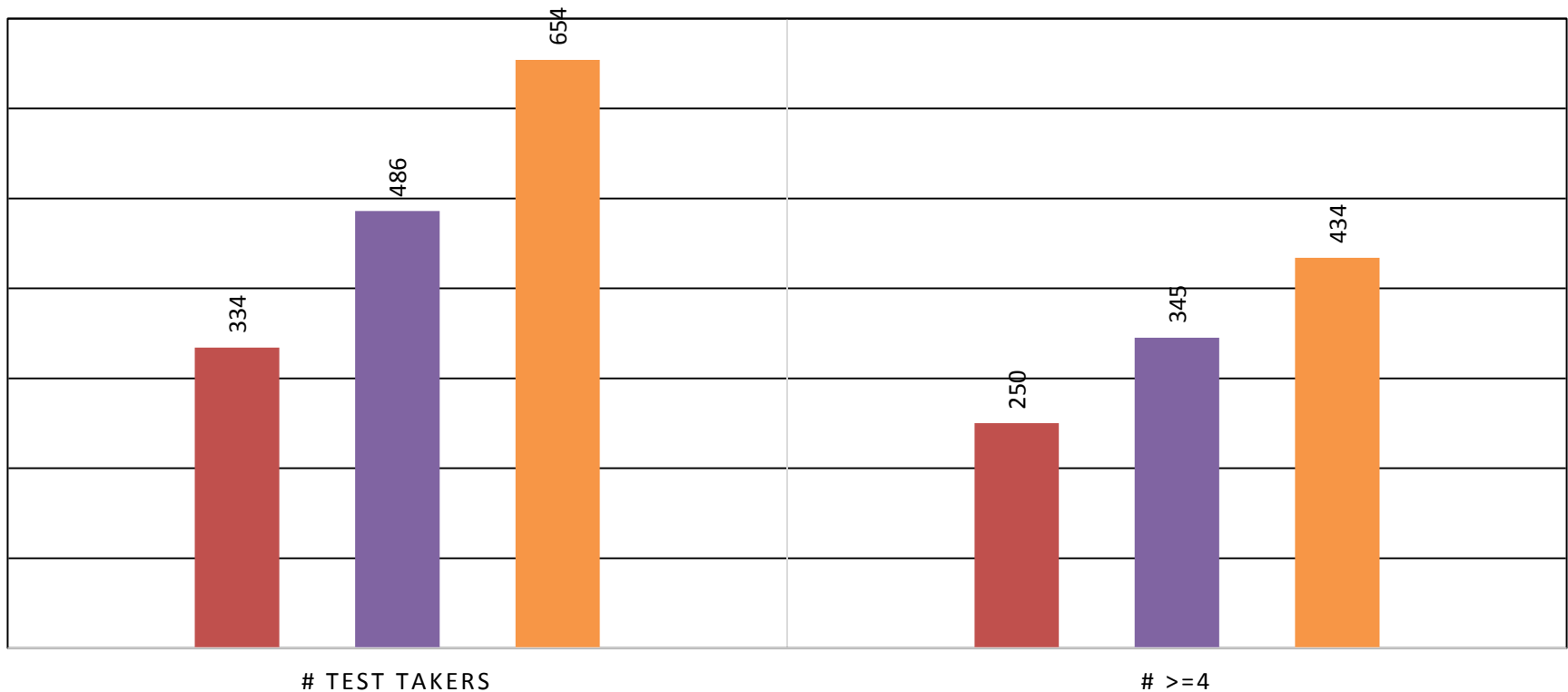


# 8<sup>th</sup> Grade Math to Algebra—Increasing Opportunity

In 2017 15 schools offered Algebra in grade 8 compared to 9 in 2015 resulting in over 300 more students having access and 184 more students passing the assessment. In all grades, over 675 students passed the Algebra I PARCC in 2017 compared to under 300 in 2015.

## INCREASES IN GRADE 8 ALGEBRA PARTICIPATION

■ 2015 ■ 2016 ■ 2017

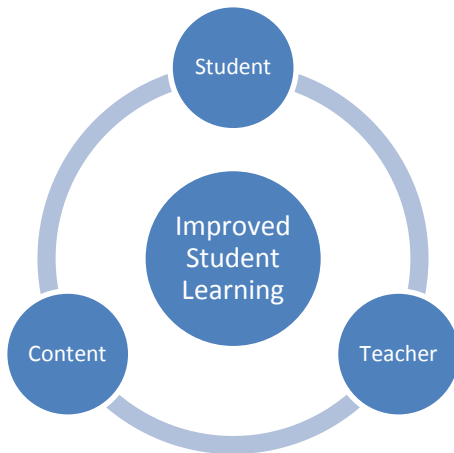


# Becoming a continuous learning organization

## Instructional Rounds

Leverages critical friend groups to provide feedback to school teams on how they can strengthen the Instructional Core and address specific problems of practice identified by the host school.

- All schools and have hosted an Instructional Round
- Feedback from the Rounds team is used by the host school to identify the next level of work
- Focuses everyone on the Instructional Core—the relationship of student, teacher and content



## Professional Learning Communities

### WHAT IS A PLC?



An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve

- Refined our PLCs and focused their work
- Ensured all schools have PLCs and time in the week for them to meet
- Principal PLCs
- Districtwide PLCs
- Developing handbooks and resources to further this work

# Improve high-quality pathways and CTE opportunities

## CTE Pathways in:

- Landscaping
- Information Technology
- Health Services
- Sustainable Energy
- Dance
- Fashion Design
- Broadcast and Electronic Storytelling
- Cosmetology and Barbering
- Culinary
- House Renovation
- Finance
- Hospitality and Tourism
- Global Logistics and Supply Chain Management
- Bicycle Tech
- Police and Fire
- Automotive





# Meaningfully integrate technology

- **Technology Driven Solutions**
  - **Google 1:1** provides Chromebooks to each participating child supporting blended learning and flipped classrooms designs
  - **Google Classrooms**
  - **MyOn**
  - **Math Edge**
  - **iLit**
  - **Drone Academy**
  - **iXL**
  - **Virtual Labs**
  - **3D design challenges**



Students in the 1:1 Program use their Chromebooks to assist them in completing an assignment.

## Goal 2: Addresses the whole child

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*If. . . . Then*

If we:

- Amplify student voice
- Develop sustainable, positive school climates and cultures
- Help students become risk-takers and peace-makers
- Develop programs and structures that enable students to create a vision for their futures and take responsibility for their actions

Then:

**We will cultivate responsible, fulfilled and successful global citizens**

# Amplify Student Voice

Amplifying student voice is a concept taken from *The Pedagogy of Confidence* by Yvette Jackson, to focus on enabling students become active participants in their education and lives by placing them at the center of our work and letting them own their learning.

- Expanded role of Citywide student council
- Student led Student Leadership Conference
- Student organized events around the March for our Lives
- Increased opportunities for student self-expression
- Strengthening student government
- Developing a student position on the Board of Education



Students at Ferris HS speak out against gun violence

# Becoming risk-takers and peace-makers

We are increasing opportunities for students to take on new challenges, learn compassion and cooperation, and become responsible global citizens



10 students from JCPS went to China as part of a program with the Confucius Society at NJCU. The students visited universities, spoke with Chinese peers and learned about Chinese culture.

## Peace-makers

- Teen mentoring programs at...
- Peer Group Connection—A student to student mentoring program begun at Lincoln HS will expand to Snyder
- Expanding restorative justice programs
- Developing opportunities for students to connect with peers across the nation and the globe



## Goal 3: Align operations to the needs of students

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*If . . . Then*

If we:

- Balance our budget
- Modernize systems to increase efficiency
- Provide nutritious high-quality meals
- Safe and timely arrival and drop off of bused students
- Expand online access
- Increase safety
- Improve efficiency of facilities team to ensure well-maintained schools
- Make Human Resources highly efficient, customer-service oriented

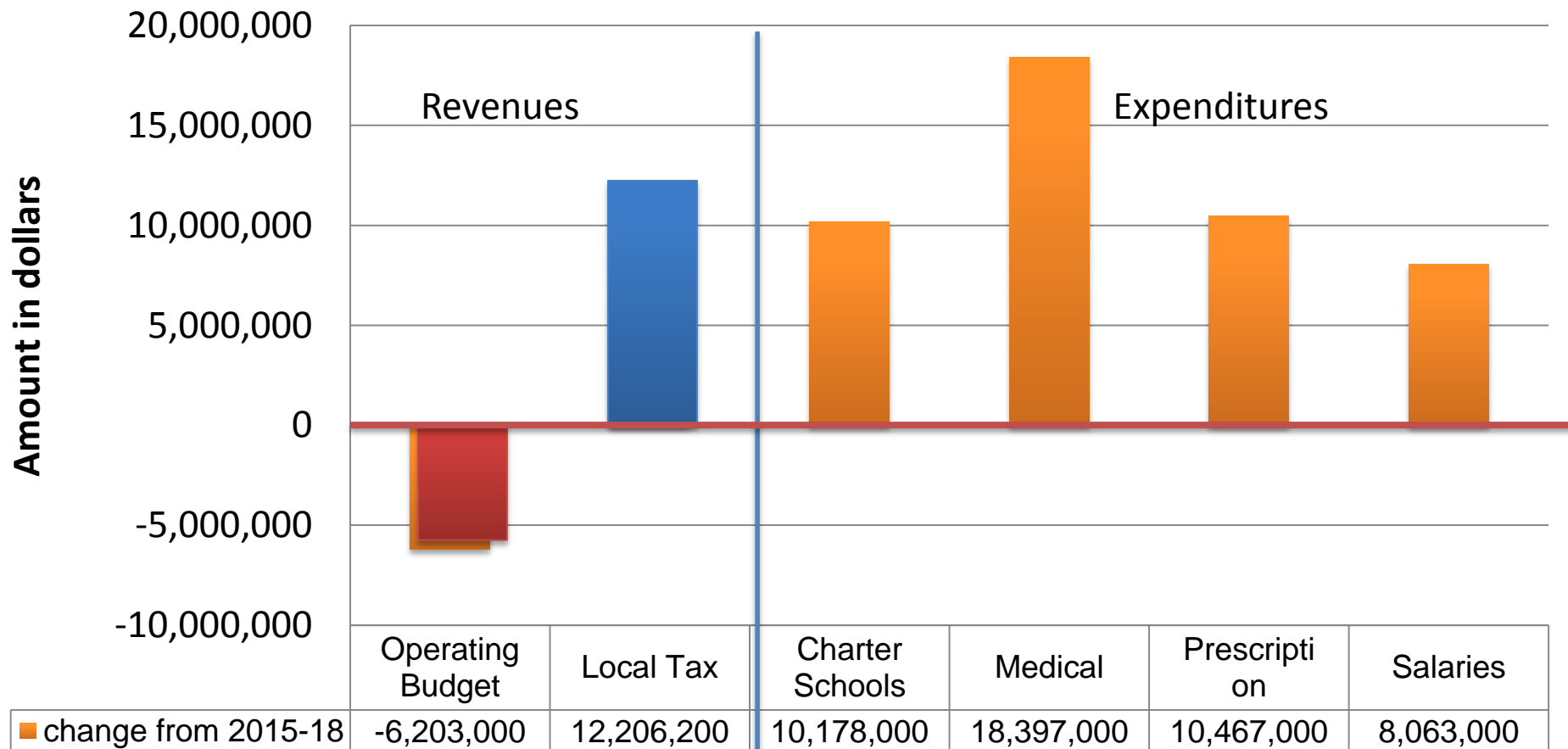
Then:

**We will align all operations to efficiently meet the needs of staff, schools and classrooms.**

## Struggling to Balance our Budget

Each year the district's expenses have increased while revenues have not kept pace. The chart below shows that since 2015 the districts costs for key expenditures has increased by \$47million while our state operating budget allocation has decreased by \$6 million. In 2018-19, the District will raise the local tax levy by 6.5% providing a total gain of \$12 million dollars, but this is not enough to offset increasing costs and lost revenues.

### Increase in revenues and expenditures 2015-2018



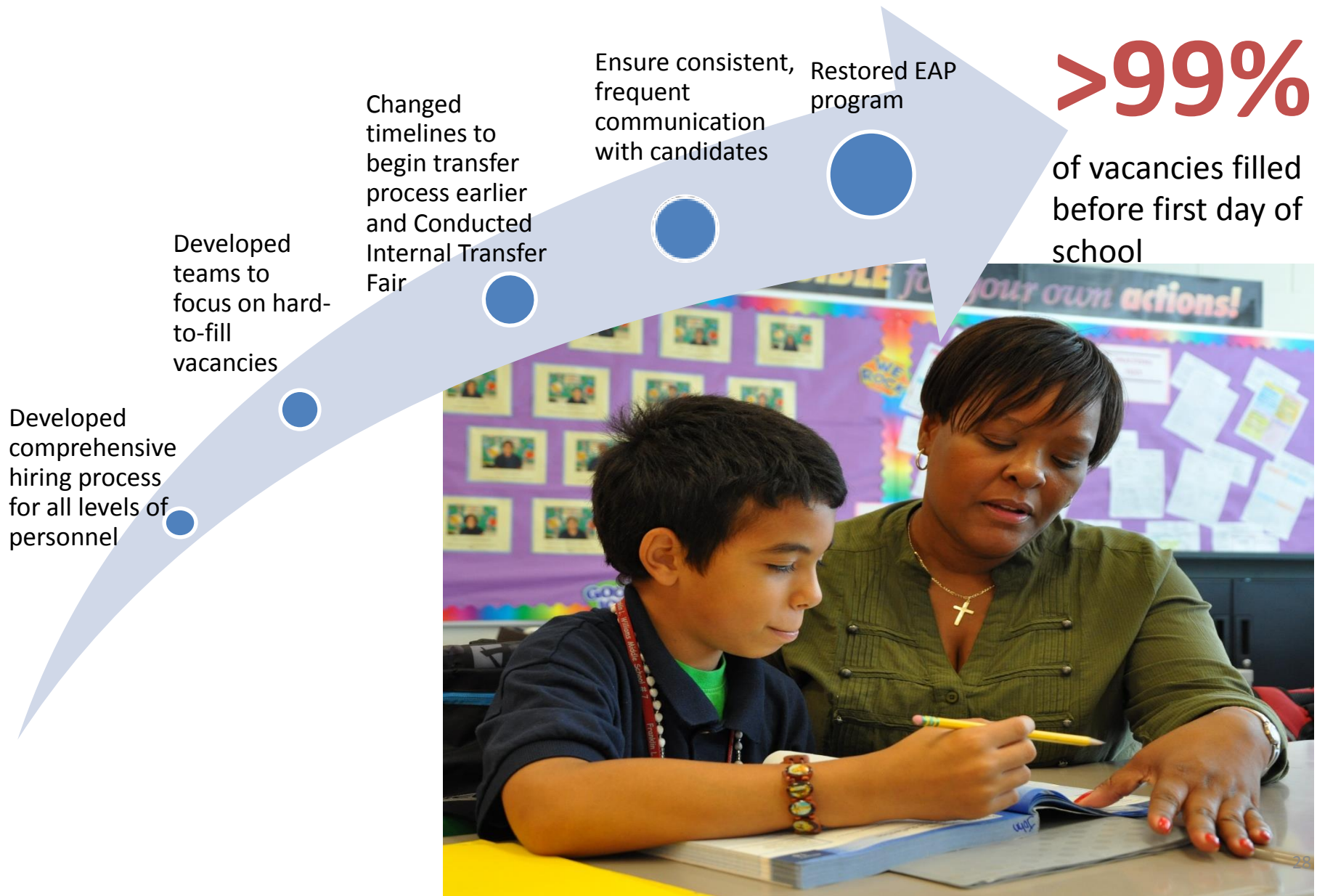
# Improve efficiency of facilities, technology and safety

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- ✓ Established “Report a Problem” tool on website and set up an 800 number to provide opportunity for parents, staff and community to let district know about issues they observe.
- ✓ Continued updating Wi-Fi and technology capacity
- ✓ Developed partnership with *We Tip* to increase safety of our schools
- ✓ Address facilities challenges by leveraging in-house talent for renovations when possible

**...to support learning**

# Becoming a highly efficient Human Resources department

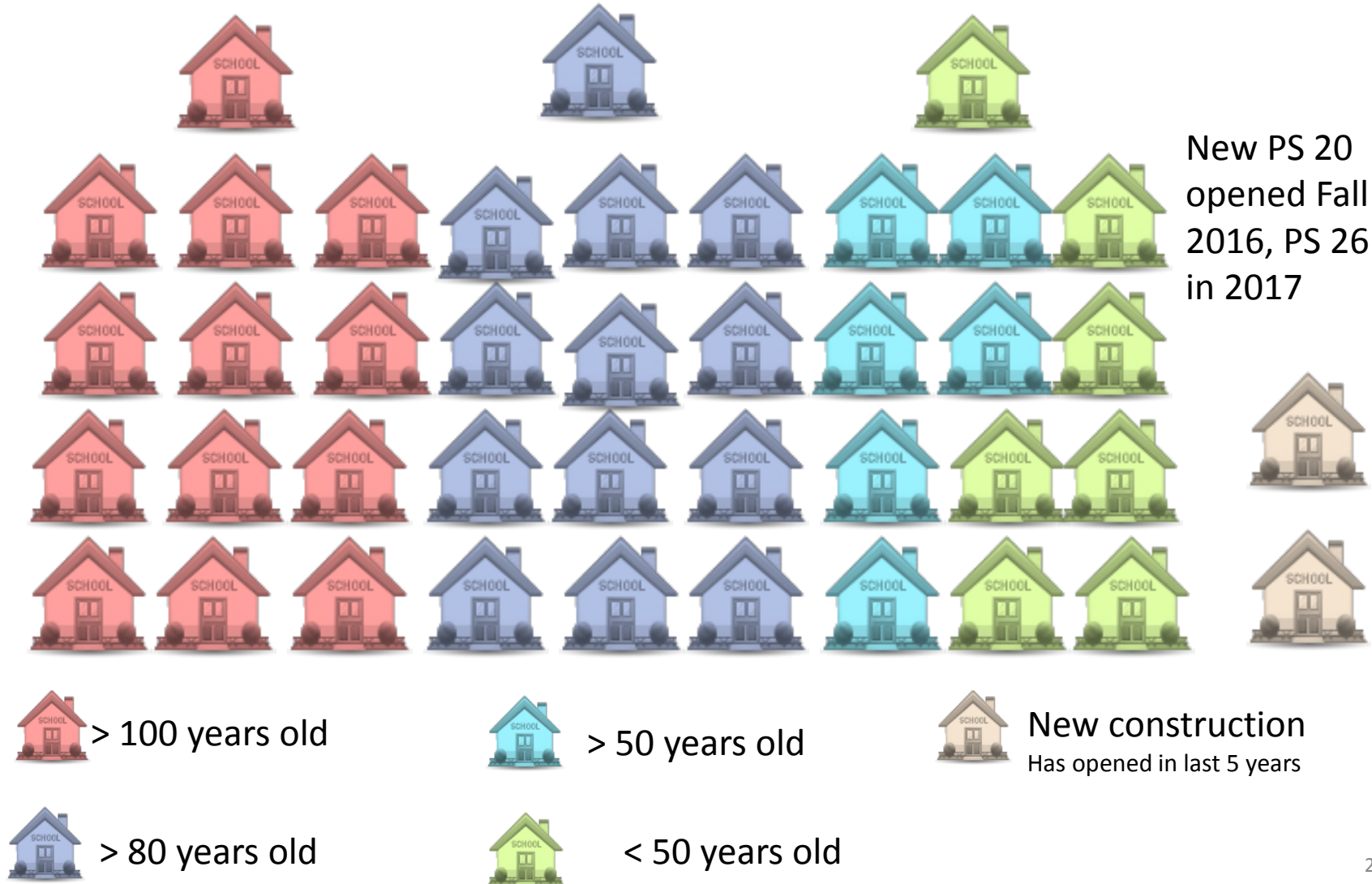




# Facilities Challenges and Progress

Aging buildings present maintenance and financial challenges. We estimate that infrastructure needs will require an investment of **\$50,000,000**

New PS 20  
opened Fall  
2016, PS 26  
in 2017



# Case Study—Facilities Challenge:

**Creating Early Childhood Spaces:** In the last two years, the district has repurposed older school buildings that were replaced or closed to create attractive Early Childhood spaces. We have utilized in-house skilled trades workers to do so at a lower cost than working with contractors.



We recently converted PS 31 into the Infante Early Childhood Center to help address the shortage of Early Childhood spaces. Infante Building is over 100 years old, but we created bright and modern learning spaces for our youngest students.



## Challenge: Find EC space where we need it most

When schools are oversubscribed, a lottery is held to award the spots in the school. Students who do not get a spot through the lottery are bused to EC classrooms where they are available.

The problem we face:

- Young children are bused out of their immediate community
- These children then have to adjust to a new school setting the next year
- While we have added EC classrooms, we can't find enough spaces in the communities where Pre-K population is expanding and EC seats are in short supply

School	# Spots	registered
Downtown schools		
PS 16	0	97
PS #37	105	138
JC Heights		
PS #6	105	122
PS #26	60	72
PS #27	0	54
Westside/Bergen Lafayette		
PS #24	30	71
PS #33	45	61
Journal Square		
PS #11	60	100
PS #17	120	157
Greenville		
38	60	80

## Goal 4: Authentically engaging families and community

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*If . . . Then*

If we:

- Ensure that families and schools have the necessary tools and resources to amplify parent voice to support academic achievement
- Ensure all schools have a active school-based parent governance process
- Design and implement a communications strategy with both internal and external stakeholders
- Ensure the District is in the community and the community is in the district
- Develop strategic partnerships

Then:

**We will authentically engage families and the community in supporting schools.**



# Ensure that the District is in the Community and the Community is in the District

The Community School model recognizes that in order to effectively teach children we have to make sure that all of their needs are met including mental and physical health needs, social services and extended learning opportunities.



## Expanding the Community School

- Community School model launched in one of district's highest need schools
- Preparing to expand the model to two more schools
- Increased level of parent and community engagement

# Amplifying Parent Voice

We have made Family and Community Engagement a priority in the following ways:

- **Community Forums** held to get input on District issues and practices
- **Symposium**—brings together parents, teachers and administrators from every school
- **Translation services** at Board meetings and Community Forums
- **“Parent Academies”** on academics and parenting issues
- **Parent Recognition Program** to honor parents who support schools



Parents from schools across Jersey City came to learn more about how they can help their students succeed in school as the District’s annual, *Parents as Partners* Conference.